

CHAPTER 3 - THE VISUAL AND PERFORMING ARTS CONTENT STANDARDS

For the first time in the history of California public schools, the content of visual and performing arts curriculum at each grade level has been explicitly confirmed. This content is stated in the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (California Department of Education, 2001). The content standards were developed in response to Senate Bill 1390 (Murray) signed by Governor Gray Davis in September 2000. As stated in the bill, “The content standards are intended to provide a framework for programs that a school may offer in the instruction of visual and performing arts.” The standards represent a strong, statewide, consensus on the skills, knowledge, and abilities that all students should be able to master as they progress through the grade levels.

Content standards provide guidance to schools in defining the curricula and desired results and give coherence and focus to what could be taught at each grade level. The standards ensure sequential building and expanding of knowledge and skills from grade to grade. Teachers and curriculum developers determine what experiences will best support the students’ attainment of the content standards, what the desired results will be, and how students can demonstrate what they know and can do.

Classroom teachers, arts teacher specialists, teaching artists, visiting artists, parents and community members may be involved in teaching the arts in the schools. It is therefore extremely important to have agreed upon and written expectations for student learning at each grade level. The *Visual and Performing Arts Content Standards* become the basis for curriculum development and professional development for all of those involved in visual and performing arts programs.

The goal of standards-based instruction in dance, music, theatre, and the visual arts is to ensure that students reach a proficient level of achievement in each of the five strands of the content standards: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications.

612

613 **FORMAT OF THE STANDARDS**

614 The *Visual and Performing Arts Content Standards* are presented in charts designed to be
615 useful to administrators, teachers, curriculum planners, and parents who want to look at
616 the standards for a given grade level in all four disciplines simultaneously. At a glance,
617 one can see the standards for each of the arts disciplines at a given grade level organized
618 by the strands. This format shows what needs to be accomplished at a specific grade
619 level.

620 For grades nine through twelve, the proficient and advanced levels are shown side by side
621 for each strand in each arts discipline on the chart. The term “proficient” refers to what
622 students should know and be able to do on completion of a one-year course in one of the
623 arts disciplines. This expectation is based on students having participated in a
624 kindergarten through grade eight arts education program.

625 Many students elect to take additional high school arts courses to achieve the advanced
626 level of achievement. The term “advanced” in these standards means that students have
627 completed more than one course in a given arts discipline. That level can be attained at
628 the end of a second year of high school study within an arts discipline after the proficient
629 or beginning level course has been completed. What is taught at the proficient level and
630 how the advanced level content builds on that knowledge and skill becomes evident on
631 the charts.

632 When reading the standards at a particular grade level, one must know what standards
633 were accomplished in all the previous grade levels to understand how expectations are
634 based on prior learning. Also, an examination of the standards for any of the art forms at
635 a given grade level reveals overlaps and points of connection across the strands because
636 the strands and the *Visual and Performing Arts Content Standards* are intrinsically
637 interrelated.

638 **KEY STANDARDS**

639 Typically, students entering any grade level come with a wide range of knowledge and
640 skills in the arts. As they progress through the grade levels, there may be a lack of

continuity or missing steps in what should be a highly sequential program in each of the arts: dance, music, theatre, and the visual arts. While there are many entry points into each arts discipline and into artistic processes throughout the grades, particular ideas, concepts, and experiences are critical to student achievement at certain times in their artistic and cognitive development. The set of standards in this chapter of the framework provides a picture of what is essential for students to know and be able to do, kindergarten through grade eight, in each of the four arts disciplines. The key standards provide a beginning point for standards-based instruction in each of the elementary and middle school grades. They focus on fundamental content that students with any level of prior knowledge need in order to move to the next level of understanding and expression. The key standards, just as the complete standards, build upon content in each successive grade, spiral throughout the K-8 curriculum, and are essential to prepare students for beginning-level high school arts courses in which they engage in more focused and independent work.

A chart entitled “Key Standards” precedes the grade-level list of content standards for kindergarten through grade eight.

658

KINDERGARTEN

659 All students are artists in kindergarten. They all dance, sing, act, and paint. Kindergarten
660 students are exploring their world through their senses, improving the perceptual skills
661 that are so important to learning and performing in the arts. Kindergarten students can
662 act like cats; move to music, rhythm, and sounds; and turn everyday movements like
663 walking and jumping into dance. They listen to music and repeat the tempo using rhythm
664 sticks. They pretend and act out the stories they hear and the pictures they see by
665 performing group pantomimes and improvisations. They like to talk about what they see
666 in pictures, and they use glue and scissors with enthusiasm while they are learning about
667 line, color, shape, texture, value, and space in the world around them and in works of art.
668 Students learn vocabulary in each of the arts disciplines and see and listen to dance,
669 music, theatre, and visual arts from various cultures and time periods. The arts are
670 among the first exciting adventure in experiential learning for kindergarten students. In
671 kindergarten students experience the beginning building block of developing the skills
672 and vocabulary unique to the arts.

673 In DANCE, students learn many ways to move through space and respond to the
674 teacher's instruction to hop, turn, wiggle, or be still. Students use this ability to control
675 their movements, express ideas, and to respond to different types of music. They learn
676 folk/traditional dances and can talk about how these dances are the same or different
677 using words such as costume, speed, or force. Students learn to distinguish between
678 everyday movements and dance movements.

679 In MUSIC, students sing and play instruments, become aware of music in their daily
680 experience, and learn about music from various cultures. Creating movements in
681 response to music helps them connect to dance and discern variations in rhythm, tempo,
682 and dynamics.

683 In THEATRE, students know the difference between acting to portray an imaginary
684 character and being a real person. Just like actors, kindergartners begin to use these
685 senses to observe the world and people and to recreate in their minds a feeling or
686 situation to help with character development. Sense memory is an important skill for

actors to develop. It includes sight, smell, touch, taste, and hearing. Students can retell a familiar story, myth or fable with their newly acquired skills and they enjoy adding costumes and props to their performance. Students learn acting skills as they portray firefighters, teachers, and clerks. Important skills in cooperation are developed through working together in dramatizations, and students begin to understand what it means to be a member of the audience.

In the VISUAL ARTS, students take a walk together and see the repeated patterns made by leaves on a tree or the bricks on the side of a building. They also identify lines, colors, shapes, shapes and forms, textures, and value changes in the shadow and sunlight. It is so interesting to talk about how big people are when they are close and how small they are when they are far away. All this visual information is put to use as students create works of art on paper and in three-dimensional constructions using geometric shapes and lines that express feelings. Looking at art moves into analysis as students discover meaning and stories in works of art and see how other artists also use those same lines, colors, shapes, and textures just as they did in their own work. Students now have a vocabulary to use as they tell why they like a work of art they made. Students are learning about all kinds of artwork in the world around them.

705

KEY STANDARDS			
Kindergarten			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p>1.2 (Artistic Perception) Perform basic locomotor skills (e.g., walk, turn, gallop jump, hop, and balance)</p> <p>1.3 (Artistic Perception) Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze)</p> <p>2.1 (Creative Expression) Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited)</p> <p>4.1 (Aesthetic Valuing) Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music)</p>	<p>1.2 (Artistic Perception) Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat)</p> <p>2.2 (Creative Expression) Sing age-appropriate songs from memory</p> <p>2.3 (Creative Expression) Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction</p>	<p>1.1 (Artistic Perception) Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences</p> <p>2.2 (Creative Expression) Perform group pantomimes and improvisations to retell familiar stories</p> <p>3.1 (Historical and Cultural Context) Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times</p>	<p>1.3 (Artistic Perception) Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line color, and shape/form</p> <p>4.2 (Aesthetic Valuing) Describe what is seen (including both literal and expressive content) in selected works of art</p>

706

707

708

Kindergarten Content Standards			
Component Strand: <i>1.0 Artistic Perception</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Motor skills and Technical Expertise</i></p> <p>1.1 Build the range and capacity to move in a variety of ways</p> <p>1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance)</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze)</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach)</p>	<p><i>Read and Notate Music</i></p> <p>1.1 Use icons or invented symbols to represent beat</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat)</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify differences between real people and imaginary characters</p>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Recognize and describe simple patterns found in the environment and works of art</p> <p>1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form</p>

709

709

Kindergarten Content Standards			
Component Strand: 2.0 <i>Creative Expression</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited)</p> <p>2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements</p> <p>2.3 Respond spontaneously to different types of music, rhythms, and sounds</p>	<p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Use the singing voice to echo short melodic patterns</p> <p>2.2 Sing age-appropriate songs from memory</p> <p>2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Create accompaniments, using the voice or a variety of classroom instruments</p>	<p><i>Development of Theatrical Skills</i></p> <p>2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors)</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Perform group pantomimes and improvisations to retell familiar stories</p> <p>2.3 Use costumes and props in role playing</p>	<p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use lines, shapes/forms, and colors to make patterns</p> <p>2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction</p> <p>2.3 Make a collage with cut or torn paper shapes/forms</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Paint pictures expressing ideas about family and neighborhood</p> <p>2.5 Use lines in drawings and paintings to express feelings</p> <p>2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art</p> <p>2.7 Create a three-dimensional form, such as a real or imaginary animal</p>

710

710

Kindergarten Content Standards			
Component Strand: 3.0 <i>Historical and Cultural Context</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<i>Development of Dance</i> 3.1 Name and perform folk/traditional dances from the United States and other countries	<i>Role of Music</i> 3.1 Identify the various uses of music in daily experiences <i>Diversity of Music</i> 3.2 Sing and play simple singing games from various cultures 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody)	<i>Role and Cultural Significance of Theatre</i> 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities	<i>Role and Development of the Visual Arts</i> 3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed 3.2 Identify and describe works of art that show people doing things together <i>Diversity of the Visual Arts</i> 3.3 Look at and discuss works of art from a variety of times and places

711

711

Kindergarten Content Standards			
Component Strand: 4.0 <i>Aesthetic Valuing</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<i>Description, Analysis, and Criticism of Dance</i> 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music)	<i>Derive Meaning</i> 4.1 Create movements that correspond to specific music 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby)	<i>Critical Assessment of Theatre</i> 4.1 Respond appropriately to a theatrical experience as an audience member <i>Derivation of Meaning from Works of Theatre</i> 4.2 Compare a real story with a fantasy story	<i>Derive Meaning</i> 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture) 4.2 Describe what is seen (including both literal and expressive content) in selected works of art <i>Make Informed Judgments</i> 4.3 Discuss how and why they made a specific work of art 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary

712

712

Kindergarten Content Standards			
Component Strand: 5.0 <i>Connections, Relationships, Applications</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Give examples of the relationship between everyday movement in school and dance movement</p>	<p><i>Connections and Applications</i></p> <p>5.1 Use music, together with dance, theatre, and the visual arts for storytelling</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art</p>	<p><i>Connections and Applications</i></p> <p>5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as <i>fast, slow, in, on, through, over, under</i></p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story</p>	<p><i>Connections and Applications</i></p> <p>5.1 Draw geometric shapes/forms (e.g., circles, squares, and triangles) and repeat them in dance/movement sequences</p> <p>5.2 Look at and draw something used every day (e.g., scissors toothbrush, fork) and describe how the object is used</p> <p><i>Visual Literacy</i></p> <p>5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons</p> <p><i>Career and Career-Related Skills</i></p> <p>5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the media used</p>

713

713

GRADE ONE

714 First graders know they are expected to listen to their teacher and most of the time they do.
715 They are learning to work with others and they know where they live and that there are
716 other people who live in far away places. First-grade students are learning that they must
717 pay attention when others speak. They are beginning to understand “School.” Trust is the
718 foundation for exploring the arts in the first grade. There are no mistakes in art, but there is
719 a lot to learn. In all of the arts students start developing the focus necessary for performing
720 and creating. Purpose and intention become apparent in their movements, singing, playing
721 of music, dramatizations, and in drawings and paintings. Students become aware of how
722 artists in the past and present did this as well. Connecting the arts with other content areas
723 helps build vocabulary and prereading skills, such as defining the plot, predicting,
724 summarizing, and knowing the sequence of events in a story.

725 In DANCE, first graders use movements that carry them across the room (locomotor) as
726 well as moving different parts of their bodies while they stay in one place (axial). These
727 movements become dynamic as students learn to vary them using different degrees of force
728 or energy. When their movements are put together, students perform short movement
729 problems or sequences with a beginning, middle, and end, just like in a story. They
730 incorporate variety and patterns and find that they can express emotional qualities in the
731 way they move. Through folk/traditional dance, students learn more about why, when, and
732 where people dance and how dances are similar or different.

733 In MUSIC, singing songs and playing classroom instruments improves students’ listening
734 skills, accuracy and technique, and understanding of musical forms. Students begin their
735 creative work in music by improvising simple rhythmic accompaniments and through
736 singing games from various cultures. Creating and performing movement to music helps
737 focus their listening and helps students relate music and dance to each other.

738 In THEATRE, acting without words through facial expression, gestures, and movements
739 helps students in developing characters. They create scenes without advance rehearsing or
740 scripting to increase their ability to improvise. Tableaus are fun and a learning experience
741 for first graders. They perform a silent and motionless depiction of a scene from, for

742 example, a story, a famous painting, or a moment in history. In the process they identify
743 the cultural and geographic origins of stories.

744 In the VISUAL ARTS, students work in flat two-dimensional formats and also create
745 three-dimensional works of art using texture and color. Along with learning the elements
746 of art such as line, color, shape, and texture, students identify and describe various subject
747 matter in works of art. They see landscapes that depict early morning or late at night,
748 seascapes on a calm or stormy day, portraits of men and women and boys and girls, and
749 still life compositions made up of objects that look large to small, bright to dull, and rough
750 to smooth.

751

751

KEY STANDARDS			
Grade 1			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p>1.2 (Artistic Perception) Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low)</p> <p>2.3 (Creative Expression) Create a short movement sequence with a beginning, a middle, and an end</p> <p>2.8 (Creative Expression) Work with others in a group to solve a specific dance problem (e.g., design three shapes -- high, medium. And low; create slow and fast movements)</p> <p>4.2 (Aesthetic Valuing) Describe how the experience of dancing two different dances (e.g., Seven Jumps, La Raspa)</p>	<p>2.1 (Creative Expression) Sing with accuracy in a developmentally appropriate range</p> <p>2.4 (Creative Expression) Improvise simple rhythmic accompaniments, using body percussion or classroom instruments</p> <p>4.1 (Aesthetic Valuing) Create movements to music that reflect focused listening</p>	<p>1.1 (Artistic Perception) Use the vocabulary of theatre, such as .play, plot (beginning, middle and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences</p> <p>2.1 (Creative Expression) Demonstrate skills in pantomime, tableau, and improvisation.</p> <p>3.1 (Historical and Cultural Context) Identify the cultural and geographic origins of stories</p>	<p>2.1 (Creative Expression) Use texture in two-dimensional and three-dimensional works of art</p> <p>3.2 (Historical and Cultural Context) Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life)</p>

752

753

754

Grade 1 Content Standards			
Component Strand: <i>1.0 Artistic Perception</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Motor skills and Technical Expertise</i></p> <p>1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily)</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low)</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll)</p>	<p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat)</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.2 Identify simple musical forms (e.g., phrase, AB, echo)</p> <p>1.3 Identify common instruments visually and aurally in a variety of music</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Observe and describe the traits of a character</p>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art</p> <p>1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials)</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture</p>

755

Grade 1 Content Standards

Component Strand: 2.0 *Creative Expression*

DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement)</p> <p>2.2 Respond to movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props)</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Create a short movement sequence with a beginning, a middle, and an end</p> <p>2.4 Create shapes and movements at low, middle, and high levels</p> <p>2.5 Imitate simple movement patterns</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement</p> <p>2.7 Perform improvised movement ideas for peers</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes -- high, medium, and low; create slow and fast movements)</p>	<p><i>Apply vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range</p> <p>2.2 Sing age-appropriate songs from memory</p> <p>2.3 Play simple accompaniments on classroom instruments</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments</p>	<p><i>Development of Theatrical Skills</i></p> <p>2.1 Demonstrate skills in pantomime, tableau, and improvisation</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle and end) and using a tableau or a pantomime</p>	<p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use texture in two-dimensional and three-dimensional works of art</p> <p>2.2 Mix secondary colors from primary colors and describe the process</p> <p>2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art</p> <p>2.5 Create a representational sculpture based on people, animals, or buildings</p> <p>2.6 Draw or paint a still life, using secondary colors</p> <p>2.7 Use visual and actual texture in original works of art</p> <p>2.8 Create artwork based on observations of actual objects and everyday scenes</p>

756

Grade 1 Content Standards			
Component Strand: 3.0 <i>Historical and Cultural Context</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Dance</i></p> <p>3.1 Name and perform folk/traditional dances from other countries</p> <p>3.2 Describe aspects of the style, costumes, and music of a dance</p> <p>3.3 List commonalities among basic locomotor movements in dances from various countries</p> <p><i>History and Function of Dance</i></p> <p>3.4 Identify where and when people dance</p>	<p><i>Role of Music</i></p> <p>3.1 Recognize and talk about music and celebrations of the cultures represented in the school population</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing and play simple singing games from various cultures</p> <p>3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures</p> <p>3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form)</p>	<p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify the cultural and geographic origins of stories</p> <p><i>History of Theatre</i></p> <p>3.2 Identify theatrical conventions, such as props, costumes, masks, and sets</p> <p>3.3 Describe the roles and responsibilities of audience and actor</p>	<p><i>Role and Development of Visual Arts</i></p> <p>3.1 Recognize and discuss the design of everyday objects from various time periods and cultures</p> <p>3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life)</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 View and then describe art from various cultures</p> <p>3.4 Identify art objects (e.g., Japanese screen painting, Mexican tin art, African masks) from various cultures and describe what they have in common and how they differ</p>

757

757

Grade 1 Content Standards			
Component Strand: 4.0 <i>Aesthetic Valuing</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow)</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa)</p> <p>4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies)</p>	<p><i>Derive Meaning</i></p> <p>4.1 Create movements to music that reflect focused listening</p> <p>4.2 Describe how ideas or moods are communicated through music</p>	<p><i>Critical Assessment of Theatre</i></p> <p>4.1 Describe what was liked about a theatrical work or a story</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Identify and discuss emotional reactions to a theatrical experience</p>	<p><i>Derive Meaning</i></p> <p>4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color)</p> <p>4.2 Identify and describe various reasons for making art</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Describe how and why they made a selected work of art, focusing on the media and technique</p> <p>4.4 Select something they like about their work of art and something they would change</p>

758

758

Grade 1 Content Standards			
Component Strand: 5.0 <i>Connections, Relationships, Applications</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement)</p> <p>5.2 Give examples of how dance relates to other subjects (e.g., mathematics-- shape, counting; language arts--beginning, middle, and end)</p>	<p><i>Connections and Applications</i></p> <p>5.1 Recognize and explain how people respond to their world through music</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Describe how the performance of songs and dances improves after practice and rehearsal</p>	<p><i>Connections and Applications</i></p> <p>5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime</p>	<p><i>Connections and Applications</i></p> <p>5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns</p> <p>5.2 Compare and contrast objects of folk art from various time periods and cultures</p> <p><i>Visual Literacy</i></p> <p>5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, and texture)</p> <p><i>Career and Career-Related Skills</i></p> <p>5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school</p>

759

GRADE TWO

Second graders have already learned a lot in the two years they have been in school. They get excited when they can connect their previous learning with something new or when they demonstrate their expanding skills. They are working on their own and in small groups to experiment and problem solve. As you walk into a second grade classroom you may notice several things: brightly colored bits of modeling clay fashioned into tree frogs representing a ‘new species’ from a study of the diversity of life in the rainforest; students chanting and clapping mathematical rhythms and using rap to memorize math facts; writing a journal entry about a child’s picture that includes the sentence, “The diagonal lines show my legs are moving.” Welcome to second grade, where students demonstrate acquired knowledge through artistic self-expression.

In DANCE, second graders begin to combine dance movements into short sequences using varied tempos and rhythm patterns. Students move fast and then they move very slowly. They do movements in an $\bar{A}B$ sequence then in an $\bar{A}B\bar{A}$ sequence. Their dance sequences have movements that reach high and movements that bend way down low. They name locomotor and axial movements used in dance and identify them in dances from various countries that they learn to perform. When they describe how movements in dances communicate ideas or moods and are alike and different, they use the dance vocabulary they are learning such as tempo, rhythm, and levels. Students learn how important good health is to dancing and that working in partners and groups is an important part of dance.

In MUSIC, students learn verbal syllables such as sol and fa for the degrees of the musical scale and that this is called “solfege.” This is how they learn to read, write and perform simple patterns of pitch that leads to a whole world of listening to, playing, singing, and composing music.

In THEATRE, second graders perform in group improvisations and learn theatrical games to increase their theater skills. In the process they are also developing cooperative skills, concentration, and the vocabulary of theatre such as plot, scene, sets, conflict, and script. As students retell familiar stories and those from other cultures, they identify universal character types.

787 In the VISUAL ARTS, students continue to expand their understanding of the elements of art and
788 apply them as they learn to use basic tools and art-making processes such as printmaking and
789 collage. They describe art objects from various cultures and time periods that are brought into the
790 classroom for students to see and analyze, describe, and are analyzed by a person (called a
791 docent) from the local museum. Students are beginning to evaluate their own work when they
792 talk about what they wanted to do in a painting and how they succeeded.
793

793

KEY STANDARDS			
Grade 2			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p>1.3 (Artistic Perception) Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting)</p> <p>3.1 (Historical and Cultural Context) Name and perform social and traditional dances from various cultures</p> <p>4.2 (Aesthetic Valuing) Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance)</p> <p>5.2 (Connections, Relationships, Applications) Demonstrate language arts concepts through dance (e.g., show different punctuation makes thorough movement)</p>	<p>1.2 (Artistic Perception) Read, write and perform simple patterns of pitch, using solfege</p> <p>2.4 (Creative Expression) Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p> <p>4.2 (Aesthetic Valuing) Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music</p>	<p>1.1 (Artistic Perception) Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experience</p> <p>2.1 (Creative Expression) Perform in group improvisational theatrical games that develop cooperative skills and concentration</p> <p>4.1 (Aesthetic Valuing) Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character</p>	<p>1.3 (Artistic Perception) Identify the elements of art in objects in nature, in the environment, and works of art, emphasizing line, color, shape/form, texture, and space</p> <p>2.1 (Creative Expression) Demonstrate beginning skills in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.</p> <p>3.2 (Historical and Cultural Context) Recognize and use the vocabulary of art to describe art objects from various cultures and time periods</p> <p>4.3 (Aesthetic Valuing) Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded</p>

794

Grade 2 Content Standards

Component Strand: *1.0 Artistic Perception*

DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Motor skills and Technical Expertise</i></p> <p>1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll)</p> <p>1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist)</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting)</p> <p>1.4 Expand the ability to incorporate spatial concepts with movement problems</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Name a large number of locomotor and axial movements used in dance</p>	<p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests</p> <p>1.2 Read, write and perform simple patterns of pitch, using solfege</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music</p> <p>1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA</p> <p>1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences</i></p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Use body and voice to improvise alternative endings to a story</p>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art</p> <p>1.2 Perceive and discuss differences in mood created by warm and cool colors</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify the elements of art in objects in nature, in the environment, and works of art, emphasizing line, color, shape/form, texture, and space</p>

795

Grade 2 Content Standards			
Component Strand: 2.0 <i>Creative Expression</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create and improvise movement patterns and sequences</p> <p>2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?)</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes</p> <p>2.4 Create shapes and movements, using fast and slow tempos</p> <p>2.5 Develop a dance phrase that has a sense of unity</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.6 Create, memorize, and perform original expressive movements for peers</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Work cooperatively in small and large groups</p> <p>2.8 Demonstrate partner skills (e.g., imitating and leading/following)</p>	<p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range</p> <p>2.2 Sing age-appropriate songs from memory</p> <p>2.3 Play rhythmic ostinatos on classroom instruments</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments</p>	<p><i>Development of Theatrical Skills</i></p> <p>2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict</p> <p>2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons</p> <p>2.4 Create costume pieces, props, or sets for a theatrical experience</p>	<p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils</p> <p>2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture</p> <p>2.4 Create a painting or drawing, using warm or cool colors expressively</p> <p>2.5 Use symmetry (bilateral or radial) to create visual balance</p>

796

796

Grade 2 Content Standards			
Component Strand: 3.0 <i>Historical and Cultural Context</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<i>Development of Dance</i> 3.1 Name and perform social and traditional dances from various cultures 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement) <i>History and Function of Dance</i> 3.4 Describe dances seen in celebrations and community events	<i>Role of Music</i> 3.1 Identify the uses of specific music in daily or special events <i>Diversity of Music</i> 3.2 Sing simple songs and play singing games from various cultures 3.3 Describe music from various cultures	<i>Role and Cultural Significance of Theatre</i> 3.1 Identify theatre and story-telling forms from different cultures <i>History of Theatre</i> 3.2 Identify universal characters in stories and plays from different periods and places	<i>Role and Development of Visual Arts</i> 3.1 Explain how artists use their work to share experiences or communicate ideas 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods <i>Diversity of the Visual Arts</i> 3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives

797

797

Grade 2 Content Standards			
Component Strand: 4.0 <i>Aesthetic Valuing</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy)</p> <p>4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance)</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo)</p>	<p><i>Analyze and Critically Assess</i></p> <p>4.1 Use the terminology of music in discussing individual preferences for specific music</p> <p><i>Derive Meaning</i></p> <p>4.2 Create developmentally appropriate movement to express pitch, tempo, form, and dynamics in music</p> <p>4.3 Identify how musical elements communicate ideas or moods</p> <p>4.4 Respond to a live performance with appropriate audience behavior</p>	<p><i>Critical Assessment of Theatre</i></p> <p>4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character</p> <p>4.2 Respond to a live performance with appropriate audience behavior</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.3 Identify the message or moral of a work of theatre</p>	<p><i>Derive Meaning</i></p> <p>4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others</p> <p>4.2 Compare different responses to the same work of art</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded</p> <p>4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art</p>

798

Grade 2 Content Standards

Component Strand: 5.0 *Connections, Relationships, Applications*

DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme)</p> <p>5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement)</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Describe how choreographers create dances</p> <p>5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity)</p>	<p><i>Connections and Applications</i></p> <p>5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture)</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify and discuss who composes and performs music</p>	<p><i>Connections and Applications</i></p> <p>5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production</p>	<p><i>Connections and Applications</i></p> <p>5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go)</p> <p>5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past</p> <p><i>Visual Literacy</i></p> <p>5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood)</p> <p><i>Career and Career-Related Skills</i></p> <p>5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture)</p>

798

GRADE THREE

799 The doors of knowledge open wide for third graders, and the arts allow new possibilities
800 to come alive for them. Students start thinking abstractly and their levels of perception
801 are more sophisticated. They can describe their thoughts orally and in writing. Their
802 increased fine motor skills help them learn all kinds of things, from cursive writing to
803 classroom instruments. Curiosity about others and about themselves is roused as they
804 begin to learn about their community. Through the study of the arts third graders find a
805 doorway that leads to knowledge about many different subjects. A walking field trip in
806 the community excites them, and they make pictures representing the landmark buildings.
807 They dance and sing to music from their community's many cultural heritages. They use
808 theatre skills to explore what they imagine and to portray a character.

809 In DANCE, students combine movement in place, movement across the room, and a
810 sense of space and time as they sequence their dance movements to different tempos.
811 Practice in effectively combining these various movements and the elements of dance
812 leads to students creating and performing original dance sequences that exhibit variety
813 and both kinesthetic and visual rhythm. For example, they focus on performing
814 increasingly complex improvisations and movement sequences more expressively by
815 emphasizing the dance element of force or energy. When students create dance
816 sequences, they are now able to identify a clear beginning, middle, and end and include a
817 variety of shapes, movements, and levels in space. While students work on their
818 individual proficiency, they also create, memorize, and perform original movement
819 sequences with a partner or a small group. Learning about commonalities among and
820 differences between dances from various countries enriches students' repertoire or
821 movement possibilities and understanding of how dance functions in many cultures.
822 Students apply specific criteria when they evaluate the dance performance of their peers,
823 such as how focused the dancer was during the performance. They can comment on how
824 dance skills help communicate the idea and mood of the dance. As students gain
825 experience in creating dance in collaboration with others, they learn more about the time
826 management, problem solving, and the self-discipline skills required for dance and how
827 these apply to other areas of study and to careers.

In MUSIC, students focus on rhythmic patterns, musical forms, melody, harmony, and timbre as they read, write, and perform music. Their increased listening skills help them identify these qualities in music selections and identify the four families of orchestral instruments and both male and female adult voices. They sing songs from memory, increasing their accuracy, and create rhythmic and melodic phrases. As students sing and play songs from diverse cultures, they can determine differences and commonalities in music from throughout the world. When students play and sing music, they are honing their ability to select and use specific criteria to make judgments about the quality of a musical performance. Focusing on the use of the musical elements becomes the basis for their criteria and they can describe how the elements help the composer or performer to communicate an idea or mood in the music. Students identify the use of similar elements, such as pattern and rhythm, in other art forms .

In THEATRE, students identify and describe important elements of theatre, such as character, setting, conflict, motivation, props, stage areas, and blocking. They do cooperative script writing and improvisations applying their knowledge of the “5 W’s” (who, what, where, when, and why). Their scripts include indications of basic blocking and stage areas. By dramatizing different cultural versions of similar stories from around the world, students increase their repertoire and can identify universal themes used in theatre. Students learn what criteria are appropriate to apply when evaluating theatre scripts and staging performances. If students “like” a scene in a play they are reading, they can explain what the writer did in the scene that they find to be successful. Theatre provides students with many opportunities to demonstrate their problem-solving and cooperative skills as they participate in theatrical experiences.

In the VISUAL ARTS, students can tell what is depicted as being close and far away in a painting as they increase their understanding of how to create the illusion of space and apply these techniques in their own work. They compare works of art made with different media such as watercolor or oil paint, and different tools and processes such as a woodcut print and a computer generated print. Students create works of visual art based on their observations of objects and scenes. Their work includes drawing, painting,

859 sculpture, and printmaking and other forms of expression. They study artists and works
860 of visual art from their own community, county, and state as well as from various parts of
861 the world. Students progress into analyzing how the diverse works may communicate
862 similar themes, ideas, or moods and can distinguish among representational, abstract, and
863 nonrepresentational works of art. This analysis includes developing and applying
864 appropriate criteria for evaluating the work. For example, in their evaluation they might
865 consider how effectively the artist used elements of art, such as line, shape, and color, to
866 communicate a mood. Students also apply criteria to their own artworks and explain
867 what they might do to improve them. Students apply their understanding of the
868 communicative quality of visual art when they describe, for example, how costumes
869 contribute to the meaning of a dance, how an artist tells a story in a figurative painting,
870 how a work of art can be the inspiration for a poem, and how artists have affected
871 peoples' lives.
872

872

KEY STANDARDS			
Grade 3			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p>1.1 (Artistic Perception) Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, and run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide)</p> <p>1.3 (Artistic Perception) Perform short movement problems, emphasizing the element of force/energy, (e.g., swing, melt, explode, quiver)</p> <p>2.6 (Creative Expression) Compare and contrast the role of the performer with that of a member of the audience</p> <p>2.8 (Creative Expression) Create, memorize, and perform original movement sequences with a partner or a small group</p> <p>3.3 (Historical and Cultural Context) Explain the function of dance in ceremonial and social community events in Native American cultures.</p>	<p>1.1 (Artistic Perception) Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests</p> <p>1.3 (Artistic Perception) Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally</p> <p>2.2 (Creative Expression) Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos</p> <p>4.3 (Aesthetic Valuing) Describe how specific musical elements communicate particular ideas or moods in music</p>	<p>1.1 (Artistic Expression) Use the vocabulary of theatre, such as <i>character, setting, conflict, audience, motivation, props, stage areas</i>, and <i>blocking</i>, to describe theatrical experiences</p> <p>2.1 (Creative Expression) Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's</p> <p>3.1 (Historical and Cultural Context) Dramatize different cultural versions of similar stories from around the world</p> <p>4.1 (Aesthetic Valuing) Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience</p>	<p>1.3 (Artistic Perception) Identify and describe how foreground, middle ground, and background are used to create the illusion of space</p> <p>1.4 (Artistic Perception) Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer)</p> <p>2.4 (Creative Expression) Create a work of art based on the observation of objects and scene in daily life, emphasizing value change</p> <p>3.2 (Historical and Cultural Context) Identify artists from his or her own community, county, or state and discuss local or regional art traditions</p>

873

874
875

Grade 3 Content Standards			
Component Strand: <i>1.0 Artistic Perception</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, and run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide)</p> <p>1.2 Demonstrate the ability to start, change, and stop movement</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver)</p> <p>1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos)</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Describe dance elements used in personal work and that of others</p>	<p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests</p> <p>1.2 Read, write and perform pentatonic patterns, using solfege</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally</p> <p>1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices</p> <p>1.5 Describe the way in which sound is produced on various instruments</p> <p>1.6 Identify simple musical forms (e.g., AABA, AABB, round)</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>character, setting, conflict, audience, motivation, props, stage areas, and blocking</i>, to describe theatrical experiences</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify the 5 W's (who, what, where, when, and why) in a theatrical experience</p>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe rhythm and movement in works of art and in the environment</p> <p>1.2 Describe how artists use tints and shades in painting</p> <p>1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space</p> <p>1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer)</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value</p>

876

Grade 3 Content Standards			
Component Strand: 2.0 Creative Expression			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create and perform complex improvised movement patterns, dance sequences, and studies</p> <p>2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump)</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.</p> <p>2.4 Create a wide variety of shapes and movements, using different levels in space</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.5 Perform dances to communicate personal meaning, using focus and expression</p> <p>2.6 Compare and contrast the role of the performer with that of a member of the audience</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Demonstrate a variety of partner skills (e.g., imitation, leading /following, mirroring)</p> <p>2.8 Create, memorize, and perform original movement sequences with a partner or a small group</p>	<p><i>Apply vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range</p> <p>2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos</p> <p>2.3 Play rhythmic and melodic ostinatos on classroom instruments</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Create short rhythmic and melodic phrases in question-and-answer form</p>	<p><i>Development of Theatrical Skills</i></p> <p>2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas</p>	<p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Explore ideas for art in a personal sketchbook</p> <p>2.2 Mix and apply tempera paints to create tints, shades, and neutral colors</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space</p> <p>2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes</p> <p>2.5 Create an imaginative clay sculpture based on an organic form</p> <p>2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process</p>

876

Grade 3 Content Standards			
Component Strand: 3.0 <i>Historical and Cultural Context</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Dance</i></p> <p>3.1 Describe commonalties among and differences between dances from various countries</p> <p>3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving)</p> <p><i>History and Function of Dance</i></p> <p>3.3 Explain the function of dance in ceremonial and social community events in Native American cultures</p> <p>3.4 Describe how costumes and shoes influence dance movement</p> <p><i>Diversity of Dance</i></p> <p>3.5 Name and demonstrate dances of Native Americans</p>	<p><i>Role of Music</i></p> <p>3.1 Identify the uses of music in various cultures and time periods</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing memorized songs from diverse cultures</p> <p>3.3 Play memorized songs from diverse cultures</p> <p>3.4 Identify differences and commonalties in music from various cultures</p>	<p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Dramatize different cultural versions of similar stories from around the world</p> <p><i>History of Theatre</i></p> <p>3.2 Identify universal themes in stories and plays from different periods and places</p>	<p><i>Role and Development of Visual Arts</i></p> <p>3.1 Compare and describe various works of art that have a similar theme and were created at different time periods</p> <p>3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions</p> <p>3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers)</p> <p>3.5 Write about a work of art that reflects a student's own cultural background</p>

877

877

Grade 3 Content Standards			
Component Strand: 4.0 <i>Aesthetic Valuing</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control)</p> <p>4.2 Explain and demonstrate what it means to be a good audience member</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination)</p>	<p><i>Analyze and Critically Assess</i></p> <p>4.1 Select and use specific criteria in making judgments about the quality of a musical performance</p> <p><i>Derive Meaning</i></p> <p>4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics</p> <p>4.3 Describe how specific musical elements communicate particular ideas or moods in music</p>	<p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare the content or message in two different works of theatre</p>	<p><i>Derive Meaning</i></p> <p>4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art</p> <p><i>Make Informed Judgments</i></p> <p>4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them</p> <p>4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities</p>

878

878

Grade 3 Content Standards			
Component Strand: 5.0 Connections, Relationships, Applications			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways-maps and grids; geometric shapes-body shapes)</p> <p>5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking)</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities</p> <p>5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances)</p>	<p><i>Connections and Applications</i></p> <p>5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm)</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify what musicians and composers do to create music</p>	<p><i>Connections and Applications</i></p> <p>5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences</p>	<p><i>Connections and Applications</i></p> <p>5.1 Describe how costumes contribute to the meaning of a dance</p> <p>5.2 Write a poem or story inspired by their own works of art</p> <p><i>Visual Literacy</i></p> <p>5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas</p> <p><i>Career and Career-Related Skills</i></p> <p>5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives</p>

879

879

GRADE FOUR

880 Imagine the excitement when a fourth-grade student realizes their artist within and the
881 importance of the arts in their learning process. Fourth grade is when students begin
882 studying California and its history and discover that the arts can help them learn about
883 their state. Rich cultural history is reflected in the dance, music, theatre, and visual art
884 created by early Californians. Building upon previous arts experiences, students discover
885 their own ability to communicate through the arts. By fourth grade, students are able to
886 use music notation, knowledge of structure and style, and advanced technical skill to
887 create works of art. Students at this age understand that the arts are more than lines,
888 spaces, colors, movements, or notes on a page. Rather, these elements combine to create
889 meaning.

890 In DANCE, students demonstrate concentration and physical control as they improvise
891 longer and more technical movement phrases experiencing the foundation of
892 choreography. They relate music and dance as they see and describe works from various
893 countries, describing the relationship of the dance forms to their geographic location.
894 This also increases their perceptual and aesthetic valuing skills. In their descriptions and
895 discussions, students use dance vocabulary and apply specific criteria in their evaluation
896 of dances. They experience and can talk about how the choreographic process is related
897 to the creative writing process.

898 In MUSIC, students not only sing and play melodies and accompaniments in various
899 forms and from many cultures, they do more work in actually composing melodic
900 patterns, a precursor to writing music. They use an expanding vocabulary of music and
901 classify a variety of instruments by how they produce sound. Students discover more
902 about music from around the world and can recognize the influence of various cultures on
903 the music of California. Students evaluate how practice and rehearsal improve their
904 performance.

905 In THEATRE, students increase their theatre vocabulary as they improve their acting
906 skills by exploring how voice affects meaning, and how costumes and makeup

907 communicate information about the character. They describe how differently the
908 audience is affected by live theatre, movies, television, and radio. Students experience
909 how they can apply what they learned about color, perspective, composition and other
910 visual art elements and principles as they design costumes, props, makeup or masks.
911 They learn how storytelling and theatrical traditions from many cultures are a part of the
912 history of California and the important role of the entertainment industry in California.

913 In the VISUAL ARTS, students are using proportion and measurement concepts they
914 learned in mathematics when they create a portrait. They measure from the top of the
915 head to under the chin and find that eyes are halfway in between. Fourth graders know
916 that blank space in a painting (negative space) is just as important to what is being
917 expressed as the objects in the painting (positive space). Point of view is another concept
918 students are learning about, and they can describe how a person's own cultural "point of
919 view" may influence how they respond to a work of art. They connect visual art and
920 California history as students discuss the content of artworks created by artists from the
921 various cultures that have shaped our state.

922

922

KEY STANDARDS			
Grade 4			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p>1.1 (Artistic Perception) Demonstrate mental concentration and physical control in performing dance skills</p> <p>2.2 (Creative Expression) Improvise extended movement phrases</p> <p>3.2 (Historical and Cultural Context) Name the musical accompaniment and explain how it relates to the dances they have studies</p> <p>5.4 (Connections, Relationships, Applications) Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing)</p>	<p>1.1 (Artistic Perception) Read, write, and perform melodic notation for simple songs in major keys, using solfege</p> <p>2.1 (Creative Expression) Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others</p> <p>2.2 (Creative Expression) Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants and ostinatos, by oneself and with others</p> <p>2.3 (Creative Expression) Compose and improvise simple rhythmic and melodic patterns on classroom instruments</p>	<p>2.3 (Creative Expression) Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances</p> <p>3.1 (Historical and Cultural Context) Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California</p> <p>4.2 (Aesthetic Valuing) Compare and contrast the impact on the audience of theatre, film, television, radio, and other media</p>	<p>2.5 (Creative Expression) Use accurate proportions to create an expressive portrait or a figure drawing or painting</p> <p>2.6 (Creative Expression) Use the interaction between positive and negative space expressively in a work of art</p> <p>3.2 (Historical and Cultural Context) Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage</p> <p>4.2 (Aesthetic Valuing) Identify and describe how a person's own cultural context influences individual responses to works of art</p>

923

924

925

Grade 4 Content Standards			
Component Strand: <i>1.0 Artistic Perception</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Demonstrate mental concentration and physical control in performing dance skills</p> <p>1.2 Demonstrate the ability to use smoother transitions when connecting one movement phrase to another</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Demonstrate increased range and use of space, time and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong)</p> <p>1.4 Explain the principles of variety, contrast, and unity, and apply to a dance sequence</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Describe a specific movement, using appropriate dance vocabulary</p> <p>1.6 Identify, define, and use <i>phrasing</i> in dances learned or observed</p>	<p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege</p> <p>1.2 Read, write, and perform diatonic scales</p> <p>1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note)</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.4 Describe music according to its elements, using the terminology of music</p> <p>1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone)</p> <p>1.6 Recognize and describe aural examples of musical forms, including rondo</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters</i>, to describe theatrical experiences</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify a character's objectives and motivations to explain that character's behavior</p> <p>1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. <i>Examples: "I want you to go." "I want you to go." "I want you to go."</i></p>	<p><i>Develop Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe contrast and emphasis in works of art and in the environment</p> <p>1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art</p> <p>1.3 Identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood</p> <p>1.4 Describe the concept of proportion (in face, figure) as used in works of art</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.5 Describe and analyze the elements of art (color, shape/form, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment</p>

926

926

Grade 4 Content Standards			
Component Strand: 2.0 <i>Creative Expression</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create, develop and memorize set movement patterns and sequences</p> <p>2.2 Improvise extended movement phrases</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Describe, discuss, and analyze the process used by choreographers to create a dance</p> <p>2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.5 Convey a range of feelings through shape/postures and movements when performing for peers</p> <p>2.6 Perform improvised movement and dance studies with focus and expression</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Demonstrate additional partner and group skills (e.g., imitating, leading /following, mirroring, calling/responding, echoing)</p>	<p><i>Apply vocal and Instrumental Skills</i></p> <p>2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others</p> <p>2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants and ostinatos, by oneself and with others</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments</p>	<p><i>Development of Theatrical Skills</i></p> <p>2.1 Demonstrate the emotional traits of a character through gesture and action</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic)</p> <p>2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances</p>	<p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere)</p> <p>2.2 Use the conventions of facial and figure proportions in a figure study</p> <p>2.3 Use additive and subtractive processes in making simple sculptural forms</p> <p>2.4 Use fibers or other materials to create a simple weaving</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting</p> <p>2.6 Use the interaction between positive and negative space expressively in a work of art</p> <p>2.7 Use contrast (light and dark) expressively in an original work of art</p> <p>2.8 Use complementary colors in an original composition to show contrast and emphasis</p>

927

927

Grade 4 Content Standards			
Component Strand: 3.0 <i>Historical and Cultural Context</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Development of Dance</i></p> <p>3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples)</p> <p>3.2 Name the musical accompaniment and explain how it relates to the dances they have studied</p> <p><i>History and Function of Dance</i></p> <p>3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands)</p> <p><i>Diversity of Dance</i></p> <p>3.4 Perform and identify folk/traditional and social dances from California history</p>	<p><i>Role of Music</i></p> <p>3.1 Explain the relationship between music and events in history</p> <p><i>Diversity of Music</i></p> <p>3.2 Identify music from diverse cultures and time periods</p> <p>3.3 Sing and play music from diverse cultures and time periods</p> <p>3.4 Compare musical styles from two or more cultures</p> <p>3.5 Recognize the influence of various cultures on music in California</p>	<p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California</p> <p><i>History of Theatre</i></p> <p>3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video</p>	<p><i>Role and Development of Visual Arts</i></p> <p>3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture)</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage</p> <p>3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present</p>

928

928

Grade 4 Content Standards			
Component Strand: 4.0 <i>Aesthetic Valuing</i>			
DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history-social science curriculum (e.g., rhythms, spatial patterns, gestures, intent)</p> <p>4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity)</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression)</p> <p>4.4 List the expectations the audience has for a performer and vice versa</p>	<p><i>Analyze and Critically Assess</i></p> <p>4.1 Use specific criteria when judging the relative quality of musical performances</p> <p><i>Derive Meaning</i></p> <p>4.2 Describe the characteristics that make a performance a work of art</p>	<p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement</p> <p>4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.3 Describe students' responses to a work of theatre and explain what the scriptwriter did to elicit those responses</p>	<p><i>Derive Meaning</i></p> <p>4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art</p> <p>4.2 Identify and describe how a person's own cultural context influences individual responses to works of art</p> <p>4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art</p> <p><i>Make Informed Judgments</i></p> <p>4.4 Identify and describe how various cultures define and value art differently</p> <p>4.5 Describe how the individual experiences of an artist may influence the development of works of art</p>

929

Grade 4 Content Standards

Component Strand: 5.0 *Connections, Relationships, Applications*

DANCE	MUSIC	THEATRE	VISUAL ARTS
<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character)</p> <p>5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards</p> <p>5.3 Demonstrate a recognition of personal space and respect for the personal space of others</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.4 Analyze the choreographic process and its relation to the writing process (e.g., brain-storming, exploring and developing ideas, putting ideas into a form, sequencing)</p>	<p><i>Connections and Applications</i></p> <p>5.1 Identify and interpret expressive characteristics in works of art and music</p> <p>5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance</p> <p>5.3 Relate dance movements to express musical elements or represent musical intent in specific music</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Evaluate improvement in personal musical performances after practice or rehearsal</p>	<p><i>Connections and Applications</i></p> <p>5.1 Dramatize events in California history</p> <p>5.2 Use improvisation and dramatization to explore concepts in other content areas</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences</p>	<p><i>Connections and Applications</i></p> <p>5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience</p> <p>5.2 Research twentieth-century artists who have incorporated symmetry as part of their work and then create a work of art, using bilateral or radial symmetry</p> <p><i>Visual Literacy</i></p> <p>5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event</p> <p><i>Career and Career-Related Skills</i></p> <p>5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture</p>